DCCUMENT RESUME

ED 036 070 EF 002 572

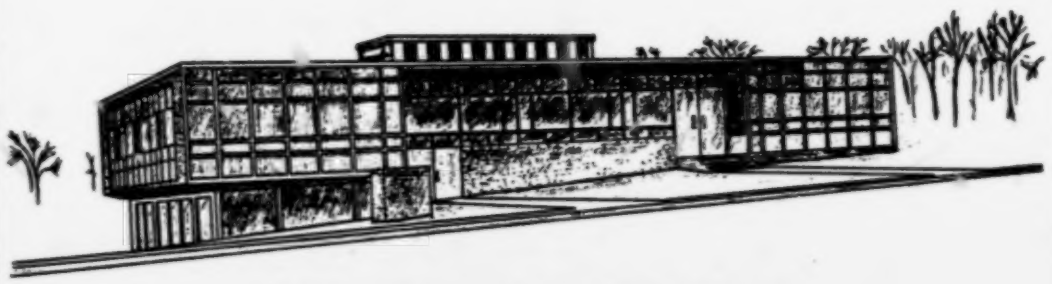
TITLE	MEETING THE NEEDS FOR EXPANSION OF THE HAGERSTOWN JUNICR COLLEGE. TEACHING IN WASHINGTCN COUNTY 1960-1961.
INSTITUTION	WASHINGTCN COUNTY BOARD OF EDUCATICN, HAGERSTOWN, MD.
PUB DATE	61
NOTE	56P.
EDRS PRICE	EDRS PRICE MF-$0.25 HC-$2.90
DESCRIPTORS	*CAMPUS PLANNING, *COLLEGE ROLE, COMMUNITY COLLEGES, CONSTRUCTION NEEDS, *CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, ENROLLMENT PROJECTIONS, *FACILITY EXPANSION, *JUNICR COLLEGES, PLANNING

ABSTRACT

THIS REPORT PRESENTS AN OVERVIEW OF THE CURRENT EDUCATIONAL PROGRAM OF HAGERSTOWN JUNICR COLLEGE IN WASHINGTON CCUNTY, MARYLAND, AND ITS PCTENTIAL FOR THE FUTURE. CONSIDERATION IS GIVEN TO THE DIVERSITY OF OFFERINGS THAT A COMMUNITY COLLEGE SHOULD PROVIDE, AS WELL AS TO THE PHYSICAL FACILITIES THAT SUCH A PROGRAM ENTAILS. A PLAN IS PROPCSED TO ENSURE THE ADEQUATE PROVISION OF THE EXPANDED SERVICES AND FACILITIES NEEDED. (FS)

ED036070

Meeting the Needs for Expansion of the



HAGERSTOWN JUNIOR COLLEGE

WORKING TOGETHER
IN THE SCHOOLS OF WASHINGTON COUNTY

EF 002 572

Teaching in Washington County

1960-1961

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BOARD OF EDUCATION
HAGERSTOWN, MARYLAND

The President's Committee on Scientists and Engineers recommends that, in order to adapt our system of higher education to the greater demands which will be made upon it, the development of community or junior colleges should be encouraged and assisted. These institutions have the virtue of making two years of college training more readily available to students living at home. From the point of view of training manpower, the most significant long-term potential of the community college, however, will probably be their two-year terminal courses which are rapidly growing in popularity. One of the major weaknesses of our technological manpower structure has been the scarcity of properly trained technicians. . . . The community colleges now promise to provide a formal and popularly acceptable channel for fitting young men and women specifically for technician jobs. Community colleges are a healthy and useful addition to our educational system which will, the Committee hopes, contribute effectively to the solution of the manpower problem in each of the forty-nine states.

Final Report to the President
President's Committee on Scientists and Engineers
December, 1958

ED036070

TEACHING IN WASHINGTON COUNTY

The Hagerstown Junior College is an important part of the educational program of Washington County. In order to acquaint school personnel and the public with the work the college is doing and the potential for its future contribution, the 1960-61 edition of Teaching in Washington County is devoted to a survey report of Engelhardt, Engelhardt, Legge[illegible] and Cornell, Educational Consultants, concerning "Meeting the Needs for Expansion of the Hagerstown Junior College."

William M. Brish
William M. Brish
Superintendent

For fourteen years the Hagerstown Junior College has been a part of the ever-growing program of education in Washington County. During this period our enrollment has increased from less than a hundred to more than four hundred students. About one-third of the college-bound graduates of our county have attended this community institution.

With the provision of a separate building in 1956, we have been able to offer a day-time program in addition to the afternoon and evening schedule which had been available previously. This facility can adequately accommodate no more than 200 students during the day. A study of our recent enrollments indicates that the majority of students who have just completed high school prefer to attend classes at this time.

This fact, along with a steady increase in the college-age population and a general upsurge of interest in more and different kinds of higher education, has necessitated a study of the needs of our junior college for expansion. In the report that has been made, consideration is given to the diversity of offerings that a community college should provide, as well as to the physical facilities that such a program will entail.

For the welfare of our community and its progress, we must make certain that our own promising young people not only have every available means to further education, but that they are encouraged to take advantage of such opportunities. Together we must formulate a realistic plan to enable the Hagerstown Junior College to adequately provide the expanded services that our young people and adults will need during the years ahead.

Atlee C. Kepler
Atlee C. Kepler
Dean

Indeed, I firmly believe more extensive education than that obtainable in high schools must be brought to every community and every locality in such a way that every young person, regardless of his means or his lack of means, can go to school for a minimum of two additional years.

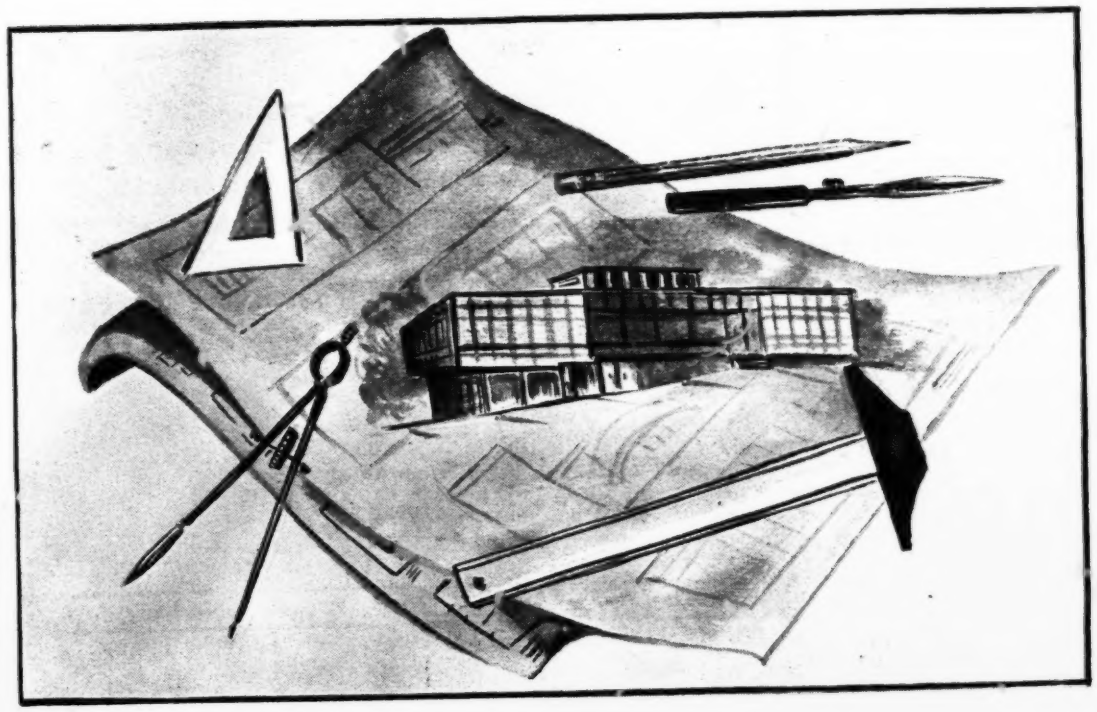
Now today, each of these small, almost neighborhood colleges is striving to fit itself better to serve its students, its community, and its country. Each of them shares, as does every typical American home and every church, in the American inspiration, the American purpose, and American goals.

Dwight D. Eisenhower
Cornerstone laying of library building
Defiance College, Defiance, Ohio
October 15, 1953

Table of Contents

	Page
THE FUTURE OF HAGERSTOWN JUNIOR COLLEGE	1
Increase in Numbers	2
Need for More Training	2
Developing Culture	2
The Start of a Community College	3
Changing Needs in Education beyond High School	4
Unique Function of the Community College	5
The Functions of the Hagerstown Junior College	7
PROGRAM	9
Objectives of the Program	9
Meeting the Objectives	11
Association with the High School	11
Importance of the Library	11
Development of the Curriculum	12
Development of the ETV Training Program	15
Program of Teacher Training in Educational Television	16
Program of Adult Education	16
Development of the College as a Cultural Center	17
COLLEGE ENROLLMENT POTENTIAL	18
Growth of the College	18
Factors Determining Future Enrollments	18
Where the Students Live	19
Number of High School Graduates in Washington County	22
Estimated Number of High School Graduates under Increased Holding Power	23
Abilities of the High School Graduates	23
Share of High School Graduates Attending Junior College	24
Ages of Junior College Students	25
Out-of-County Students	26
Summary of Future Enrollments	26
NEEDED FACILITIES	28
Needed Capacity	29
Facilities Needed for a 600-Student College	31
Initial Construction	34
Second Priority	34

The educational consultant firm of Engelhardt, Engelhardt, Leggett and Cornell, New York City, N. Y., was selected by the Washington County Board of Education and the Hagerstown Junior College Advisory Council to make a comprehensive survey of the expansion needs of the Hagerstown Junior College. The survey was made under the personal direction of Nicholas L. Engelhardt, Jr. The complete report of the findings and recommendations of the consultants is reproduced on the following pages.



THE FUTURE OF HAGERSTOWN JUNIOR COLLEGE

The young people in Washington County are not attaining the full measure of education of which they are potentially capable. Fewer than half of those who would benefit by education beyond high school attend college or other advanced institutions. This distressing situation is caused by insufficient services and by the lack of financial ability of many high school graduates to afford a college education away from home. The Hagerstown Junior College in spite of its limited facilities, does care for almost 40 percent of those who do go on to college, thus helping greatly to overcome the financial hurdle through its proximity to the homes of the students and its low tuition.

This study is an attempt to evaluate the needs of the county in education beyond high school and to present suggestions for improving the situation over the years ahead, with particular reference to the needed facilities for the junior college.

The shortcomings of the present program for higher education in Washington County are accentuated by two major social factors:

1. The tremendous growth in the numbers of young people over the past 20 years.

2. The increase in the need for college education caused by the rapid development of science and technology plus the changing patterns of world-wide human relations in this air-atomic-space era.

Increase in Numbers

The most frequent ages among students in junior college are 18 and 19 years. Many of today's students were born in 1940, when the total number of births in Washington County stood at 1,271. By 1947, however, 1,939 births were recorded, and in 1958 there were 1,957 births. This represents an increase of 54 percent in the number of young people who, by 1966, will present themselves as potential candidates for education beyond high school. The following table shows numbers of births to residents of the county between 1940 and 1958.

Table 1

Number of Children Born to Residents
Washington County, Maryland
1940 - 1958

Year	Number Born	Year	Number Born
1940	1,271	1950	1,697
1941	1,409	1951	1,714
1942	1,562	1952	1,794
1943	1,562	1953	1,771
1944	1,504	1954	1,869
1945	1,467	1955	1,967
1946	1,730	1956	1,929
1947	1,939	1957	1,935
1948	1,791	1958	1,957
1949	1,760		

Need for More Training

Farther on in this report the analysis will point to the many reasons for the increasing need for college education to meet the demands of employment and good citizenship in the modern world. Regions and communities with high levels of educational opportunity for their people can attract many industries requiring technical skill and professional competence.

Developing Culture

Then, too, society is going through an inspiring period of change and development. The need for a deeper, richer life socially, nationally, and in the world is being felt by more and more people. The increase in the amount of time that an individual may devote to his own purposes is leading to achievements in culture - the arts and humanities - beyond anything America has experienced in the past. It is in this field of endeavor, too, that the community-centered college has a major responsibility to all the people. It may readily attain recognition as the regional cultural center, bringing to all citizens a large measure of the goodness of life.

The Start of a Community College

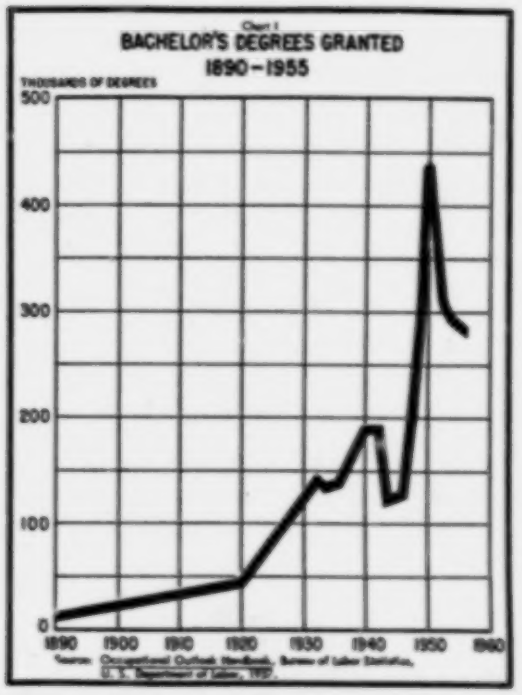
The Hagerstown Junior College was organized in 1946. An emergency brought about the opening of this school: A large number of the youth of Washington County just graduating from high school or veterans returning from the war, were unable to enter the regular four-year colleges because of overcrowded conditions. Again, in 1960, it is clear that there has arisen another emergency calling for an increase in capacity of the college and the development of a more comprehensive program to meet the diversity of needs of all the young people.

During its fourteen-year history, the college has increased its enrollment from 100 to almost 400 students. By 1965, with adequate staff and facilities, it could increase to approximately 600. Its position as a vital institution in the county has been well proved, and over the years ahead it can become a great cultural center dedicated to the advancement of the skills and knowledge of all the people of Washington County.

A report by the faculty and staff of the junior college highlights some of its purposes and accomplishments as follows:

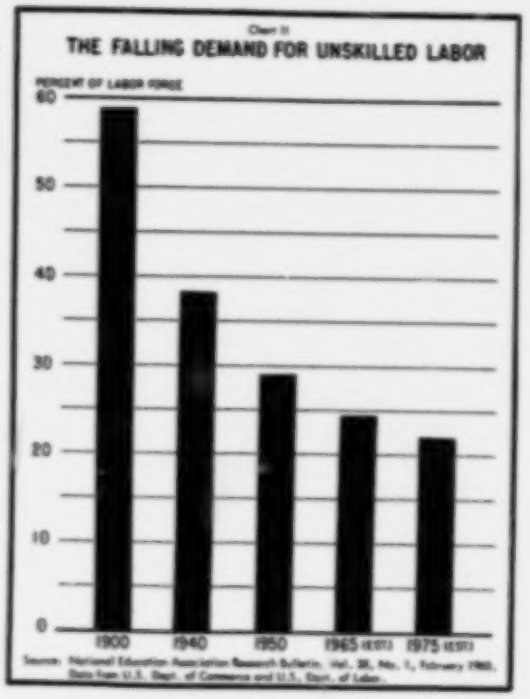
> During the fourteen years of its existence, Hagerstown Junior College has made a substantial contribution to the well-being of its students, and to the people of Washington County and surrounding areas.
>
> 1. During the past decade 33 per cent of the college-going high school graduates of the county high schools have matriculated at Hagerstown Junior College. (The percentage now stands at 40).
> 2. In addition to this number are those returning from military service, those who have spent a semester or more at another college, and those who have been employed since graduation from high school.
> 3. Local control enables the college to maintain a liberal policy of admissions wherein students may be considered on an individual basis.
> 4. In adapting its program to meet local needs, the college provides a flexible schedule of day and evening classes which enables the individual who works to pursue his studies on a part-time basis.
> 5. Terminal and adult education programs, and courses in the technical area, which are not usually a function of the university, are offered by the junior college.
> 6. Wide participation by local groups, the Advisory Council of the college and the Board of Trustees has enabled the junior college to adapt its program to the needs of the community.
> 7. The major emphasis of the junior college program is centered upon good teaching.
> 8. Small classes make possible individual appraisal of student potential and needs, and are conducive to a favorable relationship between students and faculty members.

Changing Needs in Education beyond High School



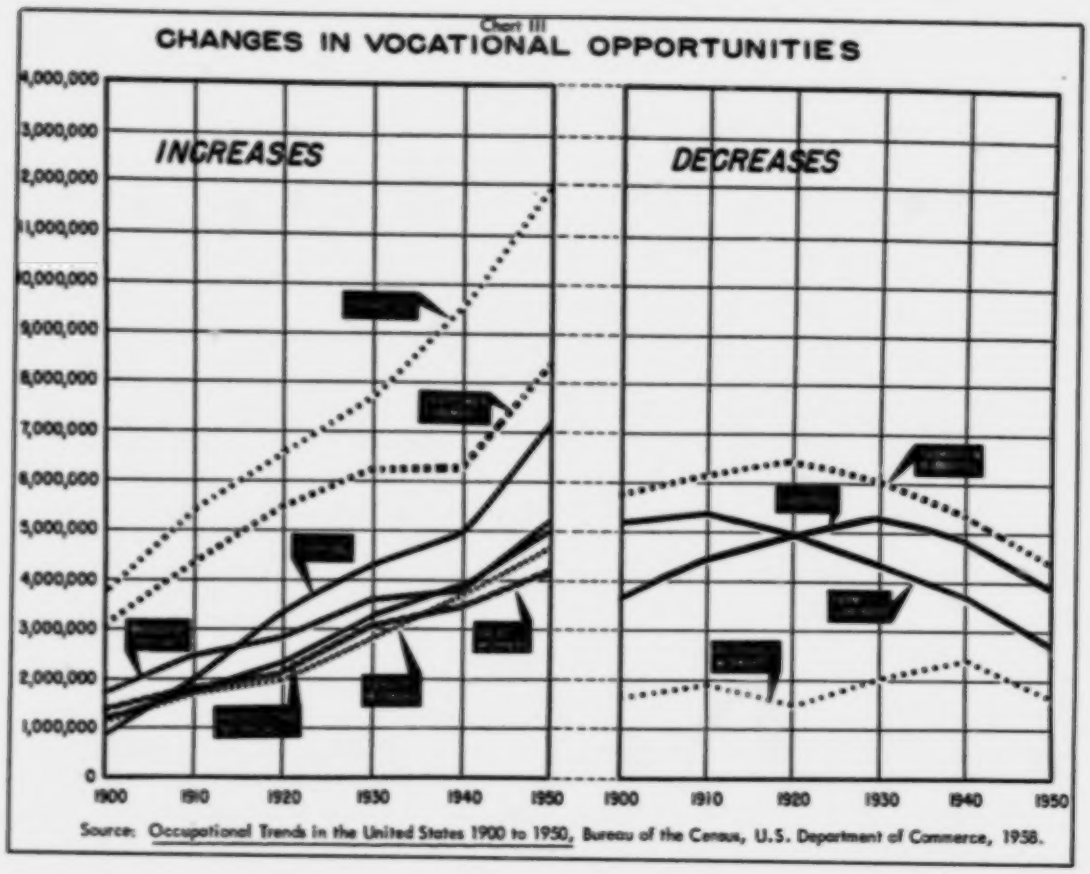
The functions of our educational institutions have been constantly affected by the growth and complexity of our society. Our institutions of higher education have gone far since the colonial days when their primary function was to train for positions in the ministry and government. The demand for four years of college education that increased tremendously following World War I, has grown continuously with a very sharp increase after World War II. This is illustrated in Chart I on this page.

The social prestige associated with a college degree, and the desire for improvement in occupational status have brought about much of this increase in demand. For the most part, however, there has been little doubt that the background obtained through a college education offers great opportunity for growth and service in a complex world. Now, beyond the four-year degree have come the increasing numbers of professions that require education on a postgraduate level. It appears that the concept of education beyond high school is assuming a different aspect because of scientific and technological advances. Changes are occurring in job training requirements. Demands for more understanding have been created by the tremendous increase in travel and the development of wider interrelationships among people on a national and global scale. The advancing front of science requires more knowledge on the part of everyone.



As shown in Chart II on this page and Chart III on page 5, the number of jobs in unskilled categories has been decreasing rapidly, while the demand for skilled and semi-professional workers is on the increase. This has brought about need for opportunities for retraining and for the creation of new skills among many adults. It has also pointed to the need in institutions of higher learning for programs of education in many of

Chart III



Source: Occupational Trends in the United States 1900 to 1950, Bureau of the Census, U.S. Department of Commerce, 1958.

the technical and sub-professional areas within such fields as nursing, electronics, medicine, engineering, education, and many areas of industry. Reviewing these specific areas of work, it is clear that many of them have come into being only recently, necessitating on-the-job training as well as new college courses. Our industry and economy are at stake in the training of manpower to cope with these new needs. This is clearly the responsibility of public education.

Unique Function of the Community College

In the years ahead the nature of education beyond high school will be determined largely by the growing percentage of young people who continue their education after graduation from high school. Not only will there be increasing numbers of youth seeking admission to college, but also there will be a diversity of interests requiring a much more comprehensive program than has been customary. In other words, it will not be adequate simply to enlarge existing institutions of higher education. New institutions must be created to meet new purposes and new functions.

The established four-year colleges are not in a position generally to accept the new functions of education beyond high school. Rather, it is their acknowledged responsibility to maintain their liberal arts curriculum and to avoid pressures for

specialization prior to the bachelor's degree. Many leaders in the colleges and universities recognize this situation. The Dean of Yale College in 1956 pointed out that the small, independent college has distinct values and uses, although it cannot provide the full range and depth of the college within the university. Those who do transfer to the larger college at the end of the sophomore year frequently are among its best students, benefiting by the diversity of experience provided by two institutions.

In the same connection, it is also important to note that the report of the Governor's Commission to Study the Problem of Expansion of the University of Maryland states:

> In considering the expansion of the University of Maryland, the Commission feels that the University should not direct its activity toward the training of sub-professional students. In general, this is not the function of a state university, and it should be left to other institutions.

From the 55th yearbook of the National Society for the Study of Education comes the following:

> The social forces and the changes they produce, treated all too briefly in this chapter, indicate to the authors a clear need in nearly every community in America for post-high school institutions as a flexible and growing part of community structure. Such institutions, well managed, will serve both youth and age in accord with all healthy local, national, and world trends, and against those that are evil and destructive. Working through liberal and general education, they will help to preserve the best and soundest of our traditions but will modify them as social change requires. They will be alert to needs for training for jobs, for counseling, for developing citizenship and neighborliness, and for active and fruitful employment of leisure hours. They will be a center and a resource to which our citizens will turn to meet their educational needs whatever they may be.

The four-year college will continue to serve the needs of students who seek four or more years of higher education. Nevertheless, the junior college, by careful planning, may also serve a part of this group, enabling students to transfer at the end of the sophomore year to the junior year in the four-year college. As has been pointed out, there should be no loss of time or credit in this transfer. The advantage in this arrangement is largely an economic one, permitting many students to complete four years of college without the financial burden of being away from home the entire four years. The local two-year junior college gives them the opportunity to complete the first two years with a minimum of financial burden.

In addition to participating in this expansion of the four-year college program, the junior college has the opportunity of offering terminal courses of study of shorter duration. This is a special function that is not readily performed by the four-year college where the attention of faculty is directed primarily to the achievement of a bachelor's degree under a set curriculum. Because the junior college has a much wider latitude in the development of its program, it may respond directly to needs of youth and older citizens in the community in which it

exists. It is not limited by the usual college and university restrictions on courses in credits or degree requirements. It is directly established by the people for the people it is to serve; and it may provide a wide variety of educational offerings, including associate degrees as well as single courses to meet the specific needs of young people and adults. Courses in such a wide range of endeavors as agriculture, foreign language, or child care may be sponsored by the community, offering opportunities in these fields without regard for previous training or academic prerequisites.

The Functions of the Hagerstown Junior College

The Hagerstown Junior College should be thought of as a community college for all the people in Washington County. Its program should be the full one implied in the name, "community college." It should not be thought of as a junior institution. To many people it is a senior institution, and it is junior only insofar as it feeds four-year colleges elsewhere with its transfer students. It is suggested that consideration be given to changing its name so that it does have greater implication than the phrase "junior college" can give. It might better be known as the Washington County College.

The faculty of this college, with its local interest and close association with the high schools of the county, is in the advantageous position of being able to direct its entire effort to the educational needs beyond high school of all the young people of the county. The teachers are in a particularly excellent position to provide this assistance, especially since their major concern is classroom teaching and the welfare of students. To some degree, this is in contrast with the faculties of four-year colleges, especially in universities, where the requirements of research and scholarship as a method of advancement within the institution may distract faculty members from full application to student needs.

The continued advancement of guidance services within the high school and the new facilities which have been provided in recent years may well result in doubling the number of graduates continuing education beyond high school in the near future. The college should provide education in many forms, so that any student in the county may attend at the lowest possible cost while living at home. No youth should be deprived of the opportunity of attending college on account of lack of money. This is one of the unique advantages of the college in the home community.

A major function of the junior college will be to provide the first two years of a four-year college education leading to the bachelor's degree. This means that opportunity for transfer must be provided at the end of the sophomore year and

that acceptance by other institutions of the students completing freshman and sophomore years will be required.

In certain fields, the college may act as host to professors from four-year institutions to offer courses on an extension basis, carrying credit in junior, senior, and postgraduate areas.

The college will provide for a general education program in the liberal arts for those youths who intend to complete their post-high school education at the end of the two-year period.

The program should continue to offer courses of a technical and vocational nature, to cover such fields as secretarial and commercial, nursing, engineering, electronics, chemistry, biology, and mechanical and architectural drawing. Consideration should also be given to including under this function the vocational program in the trades, expanding what is now offered in high school to include post-high school training for youths as well as for adults.

In accordance with the demands of the county, courses in adult education will be extended. Such courses now include on-the-job vocational work for continuing educational opportunities. They might well encompass the cultural subjects such as foreign languages, fine arts, music, the sciences, dramatics, and speech.

In addition to the above, the community college should accept its position as a center of culture for the county, bringing programs in the arts, the sciences, and the humanities to enrich the cultural and aesthetic life of the county.

The college may also be an outgoing institution, extending its influence into other parts of the nation and world. For example, Hagerstown has already established an international reputation for its outstanding experiment in teaching through television. The college might very well be a center which teachers from other communities could enter to study teaching by television. By so doing, many hundreds of people would be drawn to Hagerstown for such courses, with many benefits accruing to the county at little or no cost.

Hagerstown Junior College has now established itself as a permanent and useful part of the public educational system. It has reached the limits of its capacity, and expansion is needed if the youth and adults of the county are to be well served. Enrollment will increase rapidly in the years immediately ahead, and for this reason alone the capacity needs to be doubled. In view of its special function, the program of the college must be further expanded to encompass many additional areas of vocational training with terminal courses at the end of the two-year period, on-the-job training for continuing education, liberal arts training for those who will conclude their education at the end of junior college, and for those who will transfer to four-year institutions, adult education, and courses for those from outside the county, especially in the unique area of education through television.

PROGRAM

From the foregoing, it is clear that the junior college has an essential place in the public educational system of Washington County. This place may be defined by the scope of its activities and offerings. It is not simply a substitute for a four-year liberal arts college, nor is it a vocational institution. Its program has already touched the lives of the majority of students who continue their educational programs beyond high school. At this point, then, it seems appropriate to establish a definition of the objectives of the college. Such objectives would then lead to a full understanding of the necessary program.

Objectives of the Program

The college staff has formulated a set of objectives. They are as follows:

1. To make available to the student the systematic facts and knowledge associated with standard courses and to familiarize him with the wider cultural values of society.
2. To stimulate the student to think logically and scientifically, to analyze critically, and to deal objectively with diversified opinions and points of view.
3. To foster in the student an enlarged understanding and appreciation of the community structure, from local to world-wide, and to encourage him to contribute to the maintenance of a free society.
4. To assist the student in developing an understanding of human relationships which would be useful in responsible participation in family life.

5. To assist the student in his self-analysis to determine his vocational and cultural needs and to assist him in his efforts toward meeting these needs.
6. To assist the student in his efforts to develop and achieve a higher conception of a full and satisfying life.
7. To provide an atmosphere in which the student may continue his intellectual, moral, social, and physical growth.

Are these objectives adequate for the only institution of higher education in Washington County? The Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools has listed the distinguishing marks of well-defined objectives.

a. They are clear, appropriate to higher education, intellectual in emphasis, and broad in scope.
b. They deal precisely and identifiably with the particular institution.
c. They describe results sought, not the means by which they are to be attained.
d. They are susceptible of attainment in reasonable degree by the institution concerned.
e. They are honest in describing what the institution really plans and constructs its program to accomplish.
f. They are expressed in clear, simple terms.
g. They are understood and accepted as a guide for action by all parts of the institution.

By these criteria the objectives listed appear to be well defined. In the opinion of your consultants, however, the college objectives should encompass a larger sphere than is implied here. Certainly, a primary obligation of the institution is to the student, whether he is matriculated for a degree or simply taking a single course. Beyond this the inspiration and guidance of the college should be felt throughout the county. It should direct itself toward its aura of enlightenment. By its leadership and aura of enlightenment its inspiration and guidance should spread to all people of the county. This might imply objectives apart from those in which the college states its responsibilities to its registered students:

1. Inspire and guide people in the county to a richer life in the arts, the sciences, and the humanities.
2. Encourage people in the county to use their opportunities to extend their education and training in both vocational and cultural areas in accordance with their individual needs.
3. Guide teaching profession outside of Washington County with the knowledge and understanding of educational television that have become unique to the county.

There may be other objectives that will become important in the future. Nevertheless, at present, these appear to point the way to further growth and usefulness.

Meeting the Objectives

The objectives of a college are attained not simply through the program of courses. Rather, they represent the total influence of the institution. Casual meetings of colleagues, students, and faculty members in the corridors or in the dining hall, student activities, use of the lounge, exhibitions, musical and art programs coming to the institution from outside sources, speakers, plays, concerts, all these tend to create a full liberal arts education. In this broad cultural scene courses, lectures, and textbooks take on new meanings.

The development of this type of environment and the concept of a program on this broad thesis are most difficult to achieve when the environment and schedule are so rigidly determined by the use of the high school facilities in leftover hours.

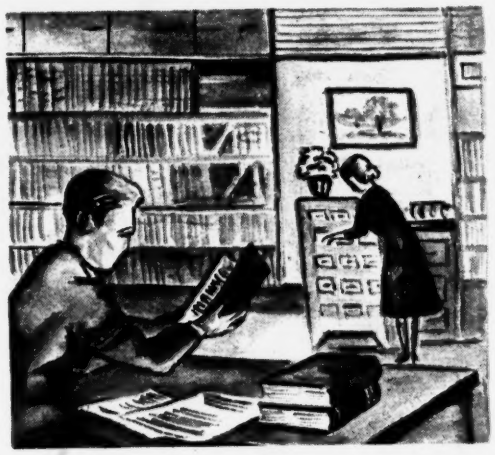
Association with the High School

This college in Washington County cannot possibly reach its potential while it is hampered by the administrative and educational restrictions created by its physical affiliation with South High School. Under such circumstances, it functions simply as an extension of the high school into the thirteenth and fourteenth grades and as a method of transferring to four-year colleges. It fails to represent the fuller, richer objectives that should serve all the people of the county.

The college does have, however, a very definite advantage from its association with the high schools of the county. Close coordination with the guidance program, the opportunity for superior high school students to take advance-placement courses for college credit, the possibility of increasing interest in attending college by visitations of college staff to senior high school classes or visits of students to the college, all of these results of close association should be fully realized.

Importance of the Library

A college cannot exist without a library; it is the central resource facility of the college. It should contain all the materials that are essential for each field of study offered in the college. It should go beyond the immediate textbook and secondary sources required by providing a well-rounded collection of the best works in many areas to stimulate and nourish students and faculty. Furthermore, it should be self-contained, since dependence upon outside libraries is unsatisfactory.



Certainly the present library resources, limited to a small area of the South Hagerstown High School library, cannot possibly meet students' needs. One of the first efforts the college should make is the building and staffing of its own library. Decisions in programming will, to a large extent, determine the nature of the book collection, but it is hard to see how any college can provide adequately with fewer than 15,000 to 25,000 volumes. Expansion of the high school library to meet the needs of the college appears to be impractical.

Development of the Curriculum

In establishing a curriculum to implement its objectives, the college sets forth the following basic principles:

1. An opportunity for students in this community to pursue the first two years of college study while living at home and at minimum financial expense.
2. A number of two-year curricula which will enable the student to transfer to other institutions of high education.
3. Several terminal programs, based on the expressed needs of the community, which should increase the student's technical skills and knowledge, and thereby make him a more valuable employee.
4. A variety of courses for adults in the community who desire additional education and training to meet vocational and leisure time needs and interests.
5. General education offerings which will broaden the background, knowledge, and perspective of the student whether he continues his formal education or seeks employment.

In addition to these five points, it is suggested that a program for the training of teachers in educational television be established.

Existing Program of Studies: The present program of studies is divided into three basic areas: (a) pre-professional curricula; (b) pre-employment curricula; (c) adult education. The curriculum offered at the present time under each of these programs follows:

Pre-Professional Curricula

Arts and sciences	Engineering
Business administration	Pre-medicine
Communications	Pre-dentistry
Education	Pre-pharmacy
Agricultural sciences	Pre-law

Pre-Employment Curricula

Accounting and business	Engineering technicians
Secretarial studies	School of nursing

Adult Education

Non-matriculated students

It is interesting to note that of the 388 students enrolled during 1959-60, 264 are men and 124 are women; 224 are full-time and 164 are part-time students.

Courses of Study: During the 1959-60 college year the following were taught:

ART
- Art appreciation

BIOLOGY
- Principles of biology
- General zoology
- Botany
- Vertebrate embryology
- Human anatomy and physiology
- Microbiology

BUSINESS
- Elementary accounting
- Introductory typewriting
- Introductory shorthand
- Intermediate accounting
- Advanced typewriting
- Advanced stenography
- Bus. organization and management

CHEMISTRY
- General inorganic chemistry

COMMUNICATIONS
- Fund. of television production
- Television production laboratory

ECONOMICS
- Economic history
- Principles and problems of econ.

ENGINEERING
- Engineering drawing
- Architectural drawing
- Introduction to engineering
- Descriptive geometry
- Advanced drawing
- Advanced engineering drawing
- Surveying

ENGLISH
- Composition and literature
- Review of English grammar
- Public speaking
- Business English
- World literature
- English literature
- Shakespeare
- Advanced composition

GEOGRAPHY
- Elements of geography
- Economic geography

HISTORY
- European history
- American history
- Civil War

LANGUAGES
- Elementary French
- Intermediate French
- Elementary German
- Intermediate German
- Elementary Spanish
- Intermediate Spanish

MATHEMATICS
- Review algebra
- Review geometry
- College algebra
- Plane trigonometry
- Analytic geometry
- Elementary calculus
- Calculus
- General mathematics
- Mathematics of investment
- Business mathematics

MUSIC
- Music appreciation

PHILOSOPHY
- Introduction to philosophy
- Introduction to political philosophy

PHYSICAL EDUCATION AND HEALTH
- Physical education
- Health
- Optional physical activities
  - Bowling
  - Swimming
- Sports officiating
- Intramural athletics
- Practice for teams

PHYSICS
- General physics

POLITICAL SCIENCE American government State and local government	RELIGION Old Testament New Testament
PSYCHOLOGY General psychology Applied psychology	SOCIOLOGY General sociology Principles of sociology

Many of the areas are not well covered. For example, in the field of history, courses in the history of the Far East, Africa, South America, and Russia certainly are of great value in these times. Advanced languages should be offered and possibly others added.

In addition to the above, the college administration has suggested the introduction of courses in technical electronics which would be closely associated with the high school. In fact, the present thinking is that the program would be a three-year continuing one, with students electing the first course in electronics as part of their twelfth grade schedule. The system is admirably staffed and equipped for this purpose.

Other areas which are suggested are fine arts, science, and commerce. The fine arts curriculum should be planned as a transfer course as well as a two-year terminal course. It should include many aspects of fine arts, such as painting, drawing, ceramics, and crafts. It will be of value to students with art aptitudes and to those who are going on to teacher training. The need, also, for courses in illustrative design and craft work in conjunction with educational television is of high priority. The demand for two-year graduates to assist in the development of visual presentation for all kinds of television programs will, undoubtedly, grow. Such a course might prove unique to Washington County.

The college might very well offer the Associate in Commerce degree as a full-time course, though more especially as a part-time work-study plan. In addition to the basic liberal arts courses of English, sociology, psychology, and history, such a curriculum might cover personnel management, business administration, machine accounting, product design, programming, and other areas of significance in the fast-changing field of business management. This program would be considered primarily a terminal one as well as one for non-matriculated students to improve their occupational work.

Another major area that needs to be included under the auspices of the junior college is that of advanced technical training. This is a pre-employment as well as an on-the-job program. The subjects to be covered would include junior engineering, electronics, and architectural and machine drafting. The program might also tie in with the needs for personnel in television studios.

Coupled with the advanced technical training project might very well be a program for apprentice training in the skills of auto mechanics, carpentry, masonry,

WORKING TOGETHER IN THE SCHOOLS OF
WASHINGTON COUNTY

Teaching in Washington County

1960-1961

BOARD OF EDUCATION
HAGERSTOWN, MARYLAND

SCHOOL CALENDAR
1960-61

Month	Begins	Ends	Holidays	Expected No. of Days	
				Pupils	Teachers
1	Sept. 7	Sept. 30	Pre-School Teachers' Meetings Sept. 1, 2, 6	18	21
2	Oct. 3	Oct. 31	State Teachers' Meetings Oct. 13, 14	19	21
3	Nov. 1	Nov. 30	Election Day - Nov. 8 Thanksgiving - Nov. 24, 25	19	19
4	Dec. 1	Dec. 23	Christmas Vacation Begins Dec. 24	17	17
5	Jan. 3	Jan. 31	Schools Re-open Jan. 3	21	21
6	Feb. 1	Feb. 28	Curriculum Workshop - Feb. 3	19	20
7	Mar. 1	Mar. 30	Easter Vacation Begins Mar. 31 - Apr. 3 Incl.	22	22
8	Apr. 4	Apr. 28		19	19
9	May 1	May 31	Memorial Day - May 30	22	22
10	June 1	June 9		7	7
			Total Number of Days	183	189

Tentative Date for Closing of School - Friday, June 9

TEACHING IN WASHINGTON COUNTY
1960 - 1961

The 1960-61 edition of TEACHING IN WASHINGTON COUNTY is a special issue containing the survey report by Engelhardt, Engelhardt, Leggett and Cornell entitled "Meeting the Needs for Expansion of the Hagerstown Junior College." Current reference material such as school calendar, enrollment and attendance data, staff organization, teacher association news and special announcements has been omitted.

In order to enable the members of the teaching staff to bring previously published data up to date, the following information is provided as an insert.

The Board of Education

The Board of Education of Washington County is composed of six members appointed by the Governor of Maryland for a term of six years. One membership expires each year in the month of May.

The members are:

Dr. David R. Brewer, President, Clear Spring - term expires in 1963
Mr. Franklin R. Miller, Vice-President, Hagerstown - term expires in 1964
Mr. Herman L. Stocklager, Hagerstown - term expires in 1961
Mr. Clyde B. Thomas, Boonsboro - term expires in 1962
Mrs. Margaret M. Rohrer, Hagerstown - term expires in 1965
Mrs. Louise F. Beachley, Hagerstown - term expires in 1966

The board meets on the second Tuesday of each month at 1:30 p.m. at the Board of Education office. Frequent special meetings are held as needed. Members serve without salary but receive $100 annually for travel expenses incurred in attending meetings. The board is reorganized annually at the meeting held nearest to the second Tuesday in May, when a President and Vice-President are elected. The Superintendent of Schools serves as Secretary-Treasurer of the board.

The Staff of the Board of Education

Superintendent of Schools	William M. Brish
Assistant Superintendent (Personnel)	William C. Diehl
Assistant Superintendent (Instruction)	William L. Donaldson
Administrative Assistant	T. Wilson Cahall

Division of Curriculum and Instruction

Douglas M. Bivens, Director

General Supervisors	
Senior High Schools	Carl R. Beer
Junior High Schools	Alva D. Temple
Elementary Schools	Annilea H. Browne
Elementary Schools	M. Frances Grimes
Elementary Schools	C. Scott Couchman
Special Subject Supervisors	
Music	Miriam L. Hoffman
Physical Education	H. Edwin Semler
*Home Economics	Mrs. Anormallee M. Way
Industrial and Vocational Education	Alfred C. Roth, Jr.
Driver Education	Claude B. Brubeck
Educational Services	
Guidance and Research	Catherine L. Beachley
Testing	James D. Morgan
Television Project	
Coordinator	Robert F. Lesher
Instruction	George H. Ropp
Engineering	John R. Brugger
Production	Stanley D. Johnson
Production	James H. Spear

Division of Pupil Services

V. Richard Martin, Director

Visiting Teacher	Mrs. Frances H. Machen
Visiting Teacher	John E. McCue
Visiting Teacher	James R. Lemmert
Visiting Teacher	Mary E. Byer

Division of Purchasing

Carl M. Mann, Director

Division of Budget and Finance

F. Richard Crowther

Division of Operational Services

Russell L. Kepler, Director

Supervisor of Maintenance and Construction	Delbert G. Summerville
Supervisor of Plant Operation	W. Harland Biggs
Supervisor of Transportation	Joseph H. Vance
Supervisor of School Lunch	E. Raye Francis

*Part time

The staff of the Board of Education carry out the general policies that have been established, and provide the necessary administrative and supervisory services for the county educational system. These staff members, in addition to the specific duties indicated by their various titles, assist the schools in organizing and developing the educational program.

They visit each school as part of a planned schedule and are also available for special help upon request.

The school assignments of the elementary supervisors are as follows:

C. Scott Couchman

Cascade, Chewsville, Fountaindale, Greensburg, Leitersburg, North Potomac, Paramount, Salem Avenue, Smithsburg, Washington, White Oak Forest, Winter Street, Woodland Way

Annilea H. Browne

Antietam Street, Beaver Creek, Boonsboro, Broadway, Dargan, Downsville, Fairplay, Funkstown, Keedysville, Mt. Lena, North Street, Pangborn Boulevard, Rohrersville, Sandy Hook, Sharpsburg, Yarrowsburg

M. Frances Grimes

Clear Spring, Halfway, Hancock Primary, Hancock Elementary, Howard Street, Huyetts, Indian Springs, Lincolnshire, Maugansville, Pinesburg, Surrey, Williamsport Primary, Williamsport Elementary, Special Education

The school assignments of the pupil personnel department are as follows:

Mrs. Frances H. Machen

Antietam Street, Beaver Creek, Broadway, Chewsville, Fairplay, Fountaindale, Funkstown, Howard Street, Leitersburg, Lincolnshire, Maugansville, North Potomac, Pangborn Boulevard, Paramount, South Potomac, Surrey, Washington, White Oak Forest, Winter Street, Woodland Way

John E. McCue

Boonsboro Elementary, Boonsboro Junior High, Boonsboro High, Dargan, Halfway, Keedysville, Mt. Lena, Rohrersville, North Street, Sandy Hook, Sharpsburg, South Hagerstown High, Yarrowsburg

James R. Lemmert

Cascade, Greensburg, Hancock High, Hancock Intermediate, Hancock Primary, North Hagerstown High, Salem Avenue, Smithsburg Elementary, Smithsburg High, Williamsport High, Williamsport Primary and Elementary

Mary E. Byer

Clear Spring Elementary, Clear Spring High, Downsville, Huyetts, Indian Springs, Pinesburg

Changes in Personnel

Since September 1, 1959, the following changes in teaching personnel have occurred:

Deceased

Mr. G. Page Gardner	Teacher, Boonsboro High School
Miss Ruby E. Miller	Teacher, Winter Street School
Mrs. Mildred S. Myers	Teacher, Washington Elementary School

Retired

Mrs. Madge E. Carter	Teacher, Sharpsburg School
Mrs. Marion C. Eshelman	Teacher, Williamsport High School
Mr. Clarence W. Foltz	Principal, Winter Street School
Mr. Foster E. Ford	Teacher, Boonsboro Junior High School
Mrs. Celena H. Hollins	Teacher, North Street School
Mrs. Alice B. Hutzell	Principal, Keedysville School
Mr. William F. Murray	Teacher, Clear Spring High School

Leave of Absence

Mrs. Shirley M. Basore	Teacher, Boonsboro High School
Mrs. Alice W. Fearnow	Teacher, Maugansville School
Mr. Alfred P. Fehl	Teacher, Television Project
Mrs. Bette E. Milot	Teacher, Washington Elementary School
Miss Constance A. Phillips	Teacher, Winter Street School
Mrs. Donna M. Rice	Teacher, Smithsburg Elementary School
Mr. Charles W. Ridenour	Visiting Teacher, Board of Education Staff
Mrs. Ellen B. Zeller	Teacher, Williamsport Elementary School

Salary Pay Dates

The annual salary of a teacher is paid in ten equal installments. During the 1960-61 school year these payments will be made on or before the following dates:

September	16	February	24
October	28	March	24
November	22	April	28
December	20	May	26
January	27	June	23

SCHOOL FACILITIES

There are 50 public schools in Washington County which are classified as follows:

	Estimated Enrollment
Senior High Schools, Grades 9-12 (4)	
North Hagerstown High School	1533
South Hagerstown High School	1425
Boonsboro High School	644
Hancock High School (8-12)	353
Junior High Schools, Grades 7-8 (3)	
Boonsboro Junior High School (6-8)	543
North Potomac Junior High School, Hagerstown (6-8)	1016
South Potomac Junior High School, Hagerstown	770
Junior-Senior High Schools, Grades 7-12 (3)	
Clear Spring High School	507
Smithsburg High School	480
Williamsport High School	558
Combined Elementary-Junior High Schools (2)	
Hancock Intermediate School (5-7)	264
Washington School, Hagerstown (1-8)	1021
Graded Elementary Schools, Grades 1-6 (24)	
Antietam Street School, Hagerstown	563
Boonsboro Elementary School (1-5 only)	382
Broadway School, Hagerstown	529
Cascade School	211
Clear Spring Elementary School	483
Conococheague School	143
Fountaindale School, Hagerstown (1-5 only)	363
Funkstown School	156
Hancock Primary School (1-4 only)	355
Howard Street School, Hagerstown	238
Lincolnshire Elementary School, Hagerstown	521
Maugansville School	277
North Street School, Hagerstown	203
Pangborn Boulevard School, Hagerstown	482
Pleasant Valley School	180
Rohrersville School	150
Salem Avenue School, Hagerstown (1-5 only)	473
Sharpsburg School	208
Smithsburg Elementary School	342
Surrey School, Hagerstown	326

Graded Elementary Schools, Grades 1-6 (cont'd.)	Estimated Enrollment
Williamsport Elementary School (3-6)	300
Williamsport Primary School (1-2 only)	135
Winter Street School, Hagerstown (1-5 only)	353
Woodland Way School, Hagerstown (1-5 only)	337
Four-Room Elementary Schools, Grades 1-6 (5)	
Chewsville School	107
Downsville School	106
Keedysville School	124
Leitersburg School	120
Paramount School	109
Three-Room Elementary Schools, Grades 1-6 (4)	
Fairplay School	73
Greensburg School	70
Indian Springs School (1-5 only)	75
Mt. Lena School	123
Two-Room Elementary Schools, Grades 1-6 (4)	
Beaver Creek School	40
Dargan School	57
Pinesburg School	46
White Oak Forest School (1-5 only)	37
Special Education Center	
Halfway School Building	63

ENROLLMENT AND ATTENDANCE

The following chart shows the distribution by months of the total enrollment of the 1959-60 school year:

Month	Elementary	High School	Total	Kindergarten	Jr. College
September	9849	8276	18,125	504	390
October	9822	8226	18,048	500	383
November	9819	8178	17,997	495	379
December	9798	8160	17,958	495	378
January	9801	8105	17,906	496	348
February	9795	8046	17,841	492	332
March	9780	8003	17,783	487	329
April	9802	7959	17,761	485	329
May	9792	7925	17,717	479	329
June	9784	7922	17,706	479	329

During the 1959-60 school year the highest attendance record ever recorded in the county was established:

Attendance Record 1959-60

Type of School	Average for Year
High Schools	95.8%
Elementary Schools	95.8%
County Grand Total	95.8%

First in Attendance for 1959-60

High School	South Hagerstown	96.1%
Junior High School	South Potomac	96.9%
Elementary School	Beaver Creek	98.1%

County Grand Total

Year	Average
1957	95.4%
1958	93.4%
1959	94.2%
1960	95.8%

1024 pupils were graduated from the county high schools in June, 1960.

322	Academic Course
239	Commercial Course
349	General Course
22	Vocational Agriculture Course
12	Vocational Home Economics Course
80	Vocational Industrial Course
1024	

The guidance office reports that approximately one-fourth of the high school graduates continue their education. A study of 1958-59 high school graduates revealed the following educational pursuits.

21.0%	College
3.4%	Nursing Institutes
3.8%	Business College
2.8%	Other Types
31.0%	

A recent ten year study (1949-58) of the Hagerstown Junior College showed that 32.2 percent of the college going graduates in Washington County have attended the local junior college.

During the 1959-60 school year:

360 pupils failed or were not promoted, 127 in the elementary school and 233 in junior and senior high.

1491 pupils withdrew from school. Approximately 75 percent of the 235 pupils who withdrew from high school when they reached age 16 had failing grades.

495 pupils moved out of the county. This is the highest number ever recorded, 92 more than the previous year. However 314 new pupils moved into the county during this time, making the net loss 181.

Summary of Withdrawals 1959-60

	Elem.	High	Total
W1 - Transfer to public school in same county	492	150	642
W2 - Transfer to private school in same county	4	4	8
W3 - Moved out of county	333	162	495
W4 - Transfer outside county without change of residence	9	2	11
W5 - Special case	2	8	10
W6 - Enlisted or drafted in U. S. Services	0	0	0
W7 - Committed to an institution	4	20	24
W8 - 16 years of age or over	0	235	235
W9 - Mental incapacity	4	5	9
W10 - Physical incapacity	15	18	33
W11 - Economic reasons other than employment	0	1	1
W12 - Marriage	0	16	16
W13 - Death	4	2	6
W14 - Of compulsory attendance age and permanently suspended	0	0	0
WG - Transfer to another room - same school	0	0	0
WGR - Graduated - before close of school year	0	1	1
Totals	867	624	1491

Many pupils enter school after the usual opening period in September.

965 of these transferred from schools within the county
20 were quarantined or ill
29 recently moved here
2 other reasons

2104 pupils attended county schools whose parents qualify under Public Law 874 for living or working on federal owned property for which the county receives funds from the federal government. (1667 of the parents are employed at Fairchild Aircraft and 151 are associated with Fort Ritchie.)

TELEVISED INSTRUCTIONAL PROGRAM 1960-61

During the 1960-61 school year lessons will be televised in the following areas:

Grade	Subject	Teacher
1, 2	Arithmetic	M. LuElla Robertson
1, 2, 3, 4, 5	Art	Clyde H. Roberts
1, 2, 3	Music	
1, 2, 3	Science	Barbara J. Maurer
1, 2, 3, 4, 5, 6	Basic Reading Skills	Velora V. Swauger
3	Arithmetic	Dorothy L. Hussey
3, 4	Social Studies	Mrs. Josephine B. Clopper
4	Arithmetic	Joseph E. Rockwell
4, 5, 6	Music	Mrs. Louise B. Hewitt
4, 5, 6, 7	Conversational French	Joanne D. Mullendore
5	Arithmetic	Mrs. Mary D. Heltzel
5	Social Studies	Mrs. Barbara R. Allison
6	Arithmetic	Mrs. Lorelei B. Bowers
6	Art	Bruce Etchison
6, 7, 8	Practical Arts	Alta F. Nuce
7	Core	Mrs. Pearl C. Snively
7	Mathematics A and B	Bennett G. Murray
7, 8	Science	Ralph N. Rohrbaugh
8	Core	H. Jane Martin
8	Mathematics A and B	Downs E. Hewitt
9	Biology	Robert A. Wantz
10	Geometry	William C. Kercheval
11	U. S. History	Frederick H. Johnson, Jr.
11	Chemistry	Daniel W. Johnson, Jr. Verlin H. Smalts
12	English A	Mrs. Jane S. Guyton
12	English B	Edward C. Kercheval
12	Math for Mathematicians	James K. Davis
12	Physics	Harvey White Films
1 - 12	Music for You	Recorded
7 - 12	Guidance Information	Catherine L. Beachley, Coordinator

TV GUIDE

Washington County's School Edition of TV Guide is a sixteen-page magazine distributed weekly, free of charge, to 18,000 pupils and 800 teachers and administrators. The magazine has many purposes. It provides each pupil with synopses of the lessons taught by television during the week. Pupils know in advance what material will be covered and can study ahead. Others, who have been absent, have a schedule for studying the lessons they missed. The Guide helps to coordinate the televised lesson with the classroom lesson and both with the home.

HAGERSTOWN JUNIOR COLLEGE

To promote friendly relations between the community and the college and to provide the necessary leadership in interpreting the program and role of the college to the community, the Board of Education of Washington County and certain representative citizens established an Advisory Council on the 9th day of April, 1947.

Mr. John M. Baer will serve as president during the 1960-61 school year. Other officers (to be elected) will be a first vice-president, a second vice-president, a secretary, an assistant secretary, and a treasurer.

Seventeen full-time and fifteen part-time teachers form the faculty of the school. The administrative staff consists of:

Dean	Atlee C. Kepler
Registrar	Frederick F. Otto
Director of Student Personnel	Ethel Grace Allison
Alumni Secretary	Innes Boyer
Secretary	Mildred Hurd Elia
Secretary	Esther Grace Powell

The 1960-61 calendar of the Hagerstown Junior College follows:

August 24	Testing sessions - 12:45-4:00 p.m. or 6:45-10:00 p.m.
September 6, 7	Faculty workshop
September 8, 9	Registration - 2:00-5:00 p.m. or 7:30-9:30 p.m.
September 12	Classes begin
September 12	Convocation exercises - 8:00 p.m.
October 14	Maryland Association of Junior Colleges meeting
November 4	Mid-semester
November 8	Election day
November 24-27	Thanksgiving recess
December 19	Christmas recess begins
January 3	Classes resume
January 23	Final examinations begin
January 27	First semester closes
January 30	Testing sessions - 12:45-4:00 p.m. or 6:45-10:00 p.m.
Jan. 31, Feb. 1	Registration - 2:00-5:00 p.m. or 7:30-9:30 p.m.
February 6	Second semester classes begin
March 2, 3	American Association of Junior Colleges convention
March 30	Mid-semester
Mar. 31 - Apr. 3	Easter recess
April 4	Classes resume
May 24	Final examinations begin
May 30	Memorial Day holiday
June 4	Baccalaureate
June 6	Commencement

WASHINGTON COUNTY COUNCIL OF PARENTS AND TEACHERS

Hagerstown, Maryland
September 1, 1960

Dear Parents and Teachers:

Greetings to you all from the Washington County Council! A hearty welcome to all who are new this year, and a sincere "welcome back" to those the council has worked with in the past.

The Washington County Council is a conference body composed of the local P.T.A. units in the county. The council, whose voting body is made up of all local presidents, principals and two representatives from each local unit, has six meetings during the school year.

The council aims to provide leadership, inspiration, information and instruction for all local units.

This year the council's active work program includes the following:

1. The eighth annual county convention and banquet to be held on September 29.
2. Sponsorship of an insurance program for all children in the schools and adults participating in the county educational system.
3. Two separate live plays to be presented to the children in the first through the sixth grades.
4. Encouragement and support for qualified members appointed annually to the Board of Education.
5. Working closely with the board and their administrators for the best interests of the children.
6. Presenting a scholarship to Hagerstown Junior College to a qualified student interested in the teaching profession.
7. Give parents an interpretation and evaluation of accomplishments in the past four years of closed-circuit TV teaching.
8. Serving on the Advisory Board of Hagerstown Junior College.
9. Being represented on the Zoning and Planning Commission for Washington County and the Community Service Council of Washington County.
10. Administer the funds from the local units' Scholarship Fund. The recipient to be chosen by the standing scholarship committee and applied to the college of the recipient's choice.

The Washington County Council of Parents and Teachers extends to all county teachers and parents a cordial invitation to attend all council meetings and be an active, interested participant in all aspects of the work.

Sincerely,

T9C Dinterman

T9C Dinterman, President

k

WASHINGTON COUNTY TEACHERS' ASSOCIATION

Hagerstown, Maryland
September 1, 1960

Dear Fellow Teachers:

As we face a new school year, the Washington County Teachers' Association extends to you a hearty welcome. We hope that your summer has been both enjoyable and restful and that you are ready and eager to begin a new school year. To those new teachers who are joining our ranks, we extend a most cordial welcome.

We hope, with your full cooperation, the Teachers' Association will serve your needs. Our association is an active, professional organization. To continue active and thus maintain our position as a leader in educational circles, we must function effectively and wisely. Your help, guidance and cooperation will bring these desired ends to fruition.

The officers, committees and representatives have been selected and are actively engaged in many professional activities. Bring your problems or questions to the attention of your school's representative. Your problems will thus reach the attention of the appropriate committee for consideration by it and the representative council if deemed advisable.

We must set our sights high and constantly move them higher. To rest on our laurels is to lose ground. This we must not do, for we must face and help solve the many perplexing problems education has in a rapidly changing world. Join our association and add your efforts to further our cause.

Sincerely,

Reginald T. Bailey

Reginald T. Bailey, President

Executive Committee

President	Reginald T. Bailey
1st Vice-President	William H. Buser
2nd Vice-President	Ethel Grace Allison
3rd Vice-President	Thomas A. Downs, Jr.
Recording Secretary	Mrs. Lena W. Walker
Corresponding Secretary	Joseph E. Rockwell
Treasurer	John H. Strite
Ex-Officio Member	Charles R. Kershner
Advisor	William M. Brish

Committee Chairmen

Auditing ..... Charles E. Roulette
Constitution Revision ..... Thomas A. Downs, Jr.
Ethics ..... William T. Yost
Flowers and Gifts ..... Mrs. Ione B. Kelso and Eileen A. Whitmer
IMPA Steering ..... Richard E. Jones
Legislative ..... Frederick F. Otto
Membership ..... Mrs. Marguerite R. Sodergren
Nominating ..... Downs E. Hewitt
Program ..... John L. Frost
Publications ..... Velora V. Swauger
Public Relations ..... E. Russell Hicks and Elsie M. Horst
Research ..... James W. Curry
Resolutions ..... F. Pauline Blackford
Scholarship ..... Florence A. Baker
Social ..... Mrs. Isabelle L. Gale and Mrs. Leone S. Hege
Welfare ..... Joseph L. Sullivan

WASHINGTON COUNTY EDUCATIONAL SECRETARIES ASSOCIATION

Hagerstown, Maryland
September 1, 1960

Dear Fellow Educational Secretaries:

The Washington County Educational Secretaries Association is beginning its fourth year of activities. The regular meeting night is the third Monday of the months of September, November, February and May. Dues are $1.00 per year. The fiscal year is from October 1 to September 30. We are an affiliate member of the Maryland State Educational Secretaries Association, and the National Association of Educational Secretaries, Department of the NEA.

We extend to those of you who have not become members a hearty welcome to join with us in our professional organization. An association such as ours provides an opportunity for considering and acting on problems of mutual concern, establishes an opportunity for the individual member to join in professional activities, and is a means of making possible cultural and educational experiences.

Sincerely,

Louise S. Crist

Louise S. Crist, President

Officers

President ..... Mrs. Louise S. Crist
Vice-President ..... Mrs. Kathryn M. McKee
Secretary ..... Virgie Lou Rudolph
Treasurer ..... Audrey M. Knepper

Board of Education of Washington County
Commonwealth Avenue – Hagerstown, Maryland

Office Hours
Monday through Friday

September 1 to June 15 – 8:30 A. M. – 5:00 P. M.
June 15 to August 31 – 8:00 A. M. – 4:00 P. M.

Telephone – Hagerstown REgent 3-5681

Persons finding it necessary to call the office after office hours or on Saturday please use the following numbers:

Superintendent	REgent 3-5681
Teacher Personnel	REgent 3-5682
Maintenance	REgent 3-5683
Television Center	REgent 3-5684
Garage	REgent 3-5685
Instruction	REgent 3-5686

All mail to the Board of Education office should be addressed to Box 730, Hagerstown, Maryland.

electronics, and blueprint reading. Thus, young men and women who have left high school would have the opportunity to take a vocational program under the auspices of the junior college either for pre-employment or on-the-job training. By placing such programs under the junior college, it is hoped that opportunities for guidance and growth in cultural areas, which might not otherwise be possible, can be provided.

Development of the ETV Training Program

Undoubtedly, Washington County has the best known closed-circuit school television project. It has been operating for four years and will soon reach 18,000 pupils in 49 school buildings, the Hagerstown Public Library, and the Museum of Fine Arts. A full range of subjects geared to grades one through twelve is offered on an hourly schedule, using six channels simultaneously.

The staff of the ETV project covers a wide range of skills in administration, teaching, visual aid production, research, testing, engineering, operations, and studio production. Attention is drawn to the large number of young men and women from the junior college who are making a meaningful contribution to the program.

With this strong background in the techniques of planning and producing educational television programs, Washington County should consider the benefits that will come out of the establishment of a teacher-training program in this area. It is logical that such a program should be created under the guidance of the college. It is doubtful that any other institution in the country could draw together so experienced a staff for such training. The work is of such current national interest that it should be self-supporting and yet of great importance to Hagerstown through its attraction of professional people from a broad geographical area.

Program of Teacher Training in Educational Television

The development of adequate techniques in teaching by television involves a number of major areas of study. These include the following:

1. Speech and dramatic presentation
2. Electronics
3. Studio design and operation
4. Teaching techniques
5. Graphics, including construction of models and illustrations
6. Application in each subject field
7. Administration and coordination of television programs.

It is suggested that a curriculum be organized around these general subject headings to offer teachers from other school districts the opportunity to develop technical competence in educational television. In order for boards of education to assign staff members to this program as part of their school responsibility, courses scheduled throughout the year might last for a period of six to eight weeks. The courses need not carry college credit.

Program of Adult Education

Many courses are offered non-matriculated students on a single twelve-week basis. During the second semester of the 1959-60 college year the following subjects were offered in the Adult Education Division.

COMMERCIAL SUBJECTS Beginning Shorthand I Beginning Shorthand II Advanced Typing Beginning Typing Bookkeeping Business English	HOMEMAKING Sewing for Beginners Sewing for Advanced Students Sewing (Job Training)
SPECIAL COURSES Auto Driving (Automatic Shift Only) Basic School Subjects (English, Science, Math in Review for Equivalence Examination)	TRADE AND INDUSTRIAL COURSES Basic Electronics I Basic Electronics II Advanced Electronics II Mechanical Drawing Welding Electric and Acetylene Woodworking

There is much opportunity here for growth in adapting to the needs of the people. Included should be a close tie with the needs of business and industry in the extension of on-the-job training and development of personnel.

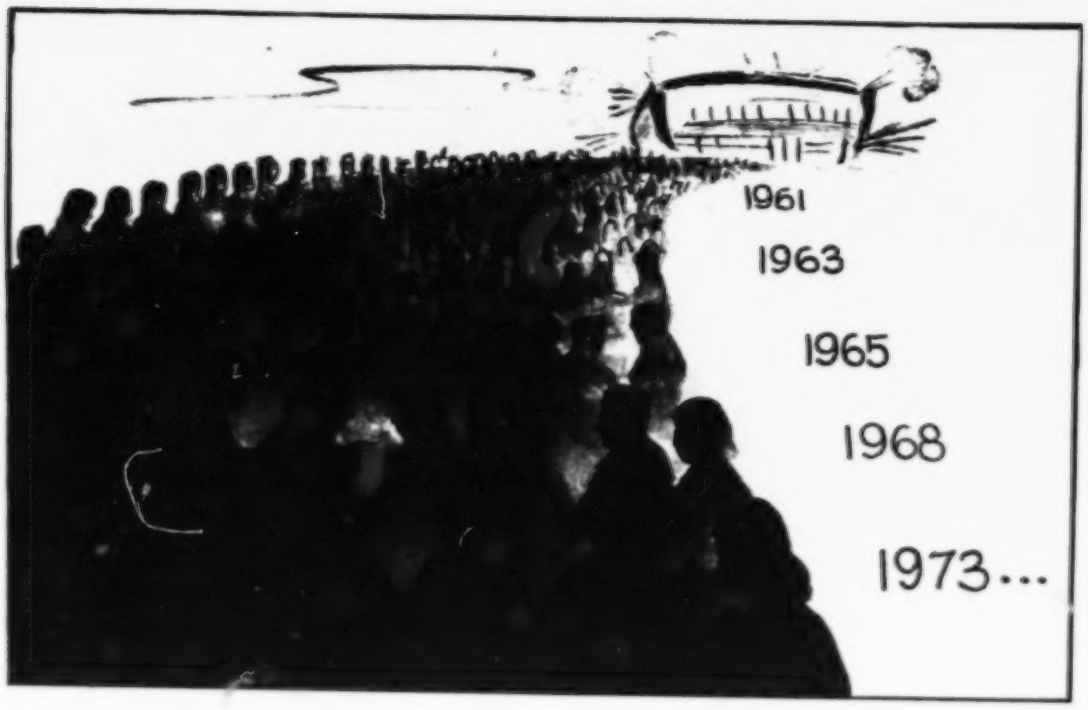
Development of the College as a Cultural Center

Washington County has gone far toward the development of cultural opportunities for its citizens. Not only does its public school system offer many excellent programs, but also the Museum of Fine Arts and the Hagerstown Public Library are recognized as outstanding institutions. The community college should also create a place for itself as a recognized center of culture. It should bear a major responsibility for bringing to Hagerstown and the county outstanding offerings in the arts, sciences, and humanities to serve the citizens in the development of cultural opportunities in this region.

Consideration should be given to the following:

1. Development of the "little theater," thus enabling the college to assist established local players and supplement them by attracting others of both amateur and professional standing.
2. Provision of a music center for presentation of orchestras, choral groups, and operas.
3. Lectures and forums on subjects of national and international scope, community planning, mental health, family relations and security, business and finance, arts and science, and foreign travel.
4. Conferences, institutes, and workshops, of which the educational television teacher-training program would undoubtedly be outstanding. Others might include short courses with seminar and demonstration characteristics in the fields of agriculture, business, industry, and commerce. The development of projects for county betterment could well be instituted by the college, using staff and students to assist in many kinds of studies such as occupational surveys, market analyses, and study of county resources.
5. Establishment of a county-wide guidance center, offering counseling service not only to college students but to other youths and adults in the community.
6. Television broadcasting. No potential project for community service in Washington County would be complete without suggesting the need for an educational broadcasting center to reach into the homes of all the people in the county. It would be normal to expect that the county college would accept the major responsibility for the development, production, and transmission of these programs. Not only could such a facility be utilized for offering courses for credit and non-credit, but also it could provide an excellent means of disseminating information and of creating a situation in which all the people of the county could face problems in common, with the likelihood of producing stronger ties among the citizens.

Certainly, the public financing of this college may well be accomplished with the understanding that providing these opportunities will contribute not only to the students but also to the public at large. In order to carry out these obligations, the community college should have adequate facilities. Such extensive use will make the facilities of the college invaluable to the citizens of the county. It will insure a maximum return for dollar investment and be a significant step forward in the development of the county's resources.



COLLEGE ENROLLMENT POTENTIAL

Growth of the College

Hagerstown Junior College began in 1946 with an enrollment of 99 pupils. It was formed largely because of overcrowded conditions in the regular four-year colleges, and it gave recent high school graduates and veterans, ready for college, the opportunity to begin their college careers. At this early time in the college's history, three-fourths of the enrollment was made up of veterans of World War II. As can be seen from Chart IV on page 19, over the years it has grown rapidly. The reasons for its growth are found in real long-range objectives and values no longer associated with the emergency on which it was founded.

Factors Determining Future Enrollments

Many factors will determine future enrollments in the junior college. Among these are:

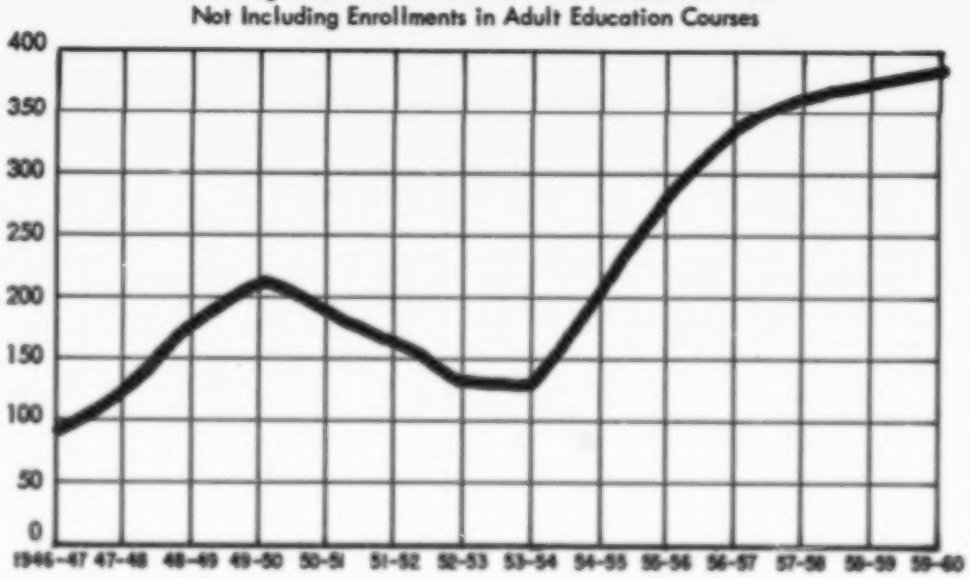
1. The number of students graduating from high school
2. The holding power of the high school, which influences the potential number of graduates
3. The proximity of the college campus to the homes of the students
4. The mental ability of the candidates

5. The offerings in the college, including transfer programs, vocational and terminal education, adult education, and trade education, to the extent that all of these programs meet the needs of the high school graduates
6. The cost of attending the junior college
7. The competition from other institutions of higher education in the area
8. The increasing demands for education beyond high school as a means of entrance into many occupational groups
9. The increasing attention to specific needs of individuals through the counseling and guidance program of the college

In estimating the potential future enrollment at Hagerstown Junior College these factors have all been taken into consideration.

Chart IV

GROWTH IN ENROLLMENTS - HAGERSTOWN JUNIOR COLLEGE - 1946 to 1960
Including Matriculated Students Full-time and Part-time
Not Including Enrollments in Adult Education Courses



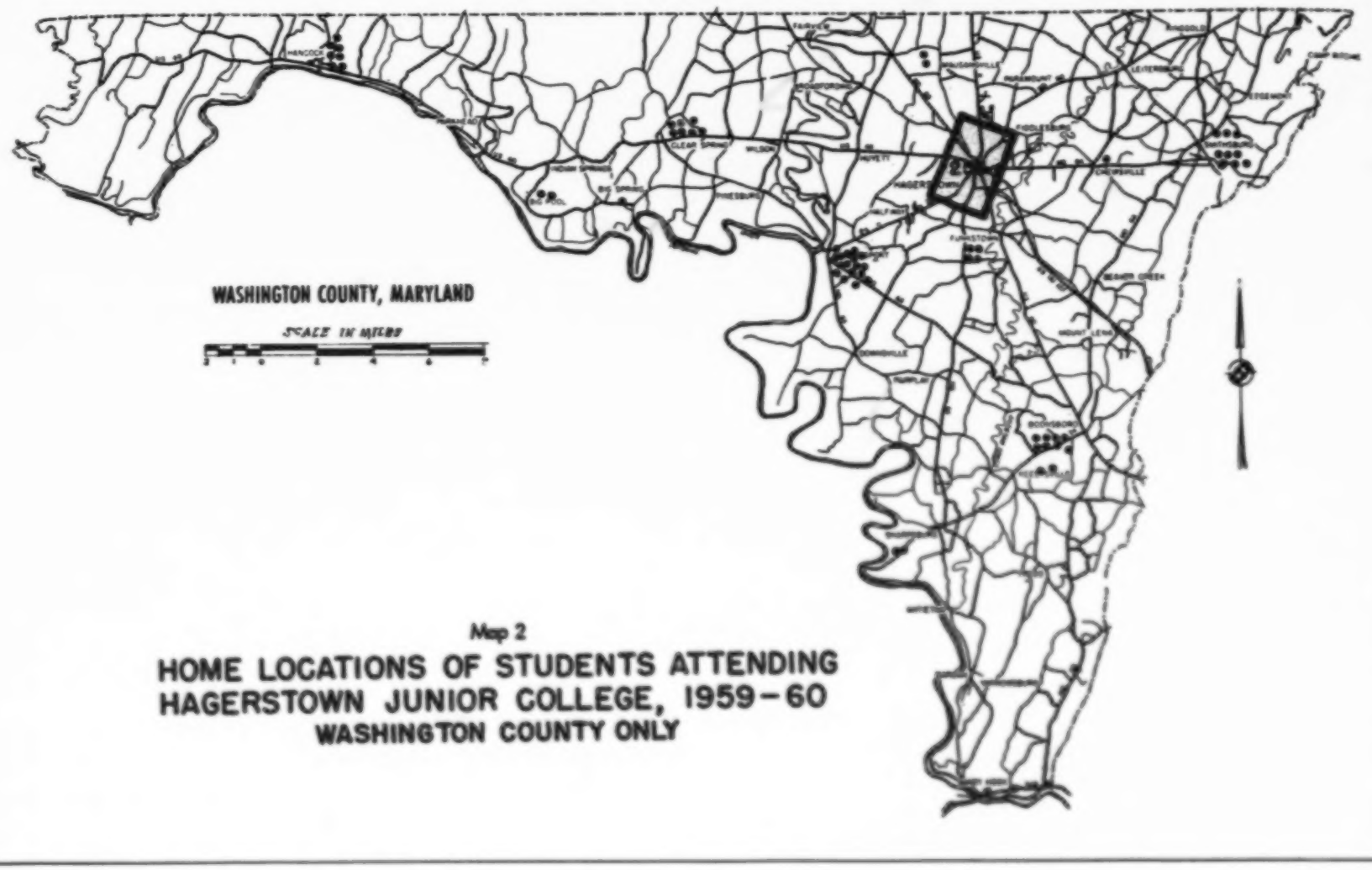
Where the Students Live

Maps 1 and 2 on pages 20 and 21 show the home locations of students attending the junior college in 1959-60. They indicate the wide geographical distribution of students and the extended radius from Hagerstown of the area served. Undoubtedly, further development of the college program will increase its drawing power.

Map I

HOME LOCATIONS OF STUDENTS ATTENDING HAGERSTOWN JUNIOR COLLEGE, 1959-60

IN ADDITION TO THOSE SHOWN, THERE ARE 33 STUDENTS LIVING OUTSIDE OF THE MAP AREA



Map 2

HOME LOCATIONS OF STUDENTS ATTENDING HAGERSTOWN JUNIOR COLLEGE, 1959-60

WASHINGTON COUNTY ONLY

Number of High School Graduates in Washington County

During the next five years, the number of high school graduates in the county is expected to increase considerably. This is indicated in Table 2. The estimates in this table have been based upon the present holding power of the high schools. As an average over the past three years, 90 percent of the ninth graders have gone on to tenth grade, 85 percent of the tenth graders have gone on to eleventh grade, and 90 percent of the eleventh graders have gone on to the twelfth grade. Thus, only 69 percent of the students in the ninth grade have remained to complete high school. This is considered a low ratio, and it is hoped that over the years ahead the development of the guidance program and the improved secondary facilities that have been provided recently will cause this holding power to increase considerably. The challenge of a complete junior college may also have the effect of increasing holding power, as has been the case elsewhere. It should be the county's goal to encourage virtually all of the boys and girls to remain in high school until graduation.

Table 2

Estimates of Future Enrollments
Grades 9 through 12
Washington County Schools
(based on present holding power of high school)

Year	Grades			
	9	10	11	12
1959-60	1,364	1,222	1,032	1,045
1960-61	1,644	1,228	1,039	929
1961-62	1,853	1,480	1,044	935
1962-63	1,683	1,668	1,258	940
1963-64	1,643	1,515	1,418	1,132
1964-65	1,557	1,479	1,288	1,276
1965-66	1,618	1,401	1,257	1,159
1966-67	1,654	1,456	1,191	1,131
1967-68	1,585	1,489	1,238	1,072
1968-69	1,701	1,427	1,266	1,114
1969-70	1,823	1,531	1,213	1,139
1970-71	1,821	1,641	1,301	1,092
1971-72	1,827	1,639	1,395	1,171
1972-73	1,849	1,644	1,393	1,256

Enrollments as of September of the school year. Figures for 1959-60 are actual enrollments.

Estimated Number of High School Graduates under Increased Holding Power

Table 3 has been developed as a basis for arriving at the future potential of the number of high school graduates. It is assumed that the holding power will be increased so that at least 85 percent of the ninth graders will remain until graduation. As can be seen from the table, in the immediate future 1,300 to 1,400 boys and girls will graduate from high school. Many of these need post-high school education.

Table 3

Estimate of Grade 12 with Increased Holding Power Washington County Schools

Year	Grade 9	Year	Grade 12 at 85% of Grade 9
1957-58	1,386	1960-61	1,178
1958-59	1,389	1961-62	1,181
1959-60	1,364	1962-63	1,159
1960-61	1,644	1963-64	1,397
1961-62	1,853	1964-65	1,575
1962-63	1,683	1965-66	1,431
1963-64	1,643	1966-67	1,397
1964-65	1,557	1967-68	1,323
1965-66	1,618	1968-69	1,375
1966-67	1,654	1969-70	1,406
1967-68	1,585	1970-71	1,347
1968-69	1,701	1971-72	1,446
1969-70	1,823	1972-73	1,550
1970-71	1,821	1973-74	1,548
1971-72	1,827	1974-75	1,553
1972-73	1,849	1975-76	1,572

Enrollments as of September of the school year.

Abilities of the High School Graduates

Tests given by the Department of Guidance and Research of Washington County Schools reveal that at least 30 percent of the Washington County high school graduates have the mental capacity to pursue a regular four-year academic college education leading to a Bachelor's degree. There is another large group of students with normal mental ability, representing approximately 50 percent of the

high school graduates, many of whom would profit from some form of post-high school education including, in some cases, a four-year course. It is in this group that the greatest potential will be found for terminal education programs in the junior college and for programs leading to the development of technical or vocational skills. It is interesting to note that at present about half of the junior college enrollment is drawn from this central group. The other half would normally be expected to continue for four years of college as transfer students. It may be assumed that at least 30 percent of the high school graduates will benefit by a four-year college education and an additional 20 to 30 percent will benefit by some education beyond high school.

Share of High School Graduates Attending Junior College

As indicated in Table 4, between 1952 and 1958 the percentage of graduates going on to college ranged from 15 to 21 percent. The table also gives the percentage of those entering colleges other than the Hagerstown Junior College. In the immediate future approximately 65 percent of those continuing on to the junior college, or 15 percent of high school graduates, will go to institutions other than the junior college. If the expanded junior college program develops to its full potential in meeting the needs of all the county's youth, we may expect that between 50 and 60 percent, or an average of 55 percent, of the graduates of high school can benefit from the program. If 15 percent of these go on to colleges, then 40 percent will have to be accommodated in the junior college under its various programs. These estimates of enrollments from the Washington County high school graduating classes are indicated in Table 5 on page 25.

Table 4

Graduates Entering Colleges and Those Entering
Colleges Other Than HJC
Washington County
1948-1958

Year	Total No. of Graduates	Graduates Entering College		Graduates Entering Colleges other than HJC	
		No.	% of Class	No.	% of Class
1948-49	584	105	18.0	63	10.8
1949-50	597	100	16.9	72	12.1
1950-51	597	95	15.9	61	10.2
1951-52	595	89	15.0	68	11.4
1952-53	638	101	15.8	78	12.2
1953-54	629	134	21.3	90	14.3
1954-55	721	129	17.9	87	12.1
1955-56	763	127	16.6	91	11.9
1956-57	764	160	20.9	104	13.6
1957-58	805	156	19.4	97	12.0

Table 5

Estimated Number of First-Year Students
from Washington County High Schools
Hagerstown Junior College
through 1976-77

Year	Number	Year	Number
1962-63	472	1970-71	582
1963-64	^64	1971-72	539
1964-65	559	1972-73	573
1965-66	630	1973-74	620
1966-67	572	1974-75	619
1967-68	559	1975-76	621
1968-69	529	1976-77	629
1969-70	550		

Ages of Junior College Students

Table 6

Distribution of Student's Ages
Hagerstown Junior College

Age	Number	Age	Number
17	10	33	4
18	94	34	1
19	47	37	1
20	25	38	3
21	15	39	4
22	9	40	1
23	21	43	1
24	22	45	1
25	28	48	1
26	17	50	2
27	10	51	1
28	11	52	1
29	7		
30	4	Total	320
31	3	Total 17-21	191
32	4	Percent of Total	55.0

Table 6 gives the distribution of ages and students attending the junior college in 1958. This tabulation indicates that 55 percent of the students in the college were between 17 and 21 years of age. The number of students in this age bracket would normally be related directly to the number of graduates from high school enrolling

in the college. In most cases, the older students were those who were attending on a part-time basis, returning to college, or on-the-job for further general education courses. If the program of studies at the college is made more diversified, a considerable increase in the number of older students utilizing the college for further education may well be expected. This number may not rise in direct proportion to the increase in those entering directly from high school, but the increase undoubtedly will be substantial. For purposes of estimating the future potential, we have assumed a 50 percent increase in the number of older students. This figure, which amounts to 250 students, has been added to the potential developed from the number of high school graduates.

Out-of-County Students

Table 7

Out-of-County Students
Hagerstown Junior College
First Semester

Year	Number of Students
1955-56	54
1956-57	57
1957-58	48
1958-59	74
1959-60	89

Table 7 indicates the number of students attending Hagerstown Junior College from points outside the county. This is a rather substantial number which may well be expected to continue and even to increase as the program offerings become more attractive. There were 54 such students in 1955 and 89 in 1959. The potential has been conservatively set at 75 students for future enrollment estimates.

If the college develops a program of teacher-training in the field of television education, it is entirely possible that the number of teachers from other school districts will run as high as 100 or 200 at any one session.

The acceptance of out-of-county students is highly desirable. There is little question that the broader contacts brought by these students enhance the whole college program. By a rigorous selection process all students in the college may benefit by their attendance. Through reasonable charges and other restrictions, there should be no additional financial burden on the county because of this group. Attracting others because of the drawing power of this institution can only redound to the benefit of the county through the respect that comes to all centers of enlightenment.

Summary of Future Enrollments

From the foregoing, it appears that the future enrollments of the junior college may range from 1,100 to almost 1,400 students in the more diversified program that is recommended. This future enrollment potential may be summarized as follows in Table 8 on page 27.

Table 8

Summary of Future Enrollment Potential
Hagerstown Junior College
through 1976-77

Year	Grade 9	Year	Grade 12 at 85% of Grade 9	1st Year Students 40% of Grade 12 to Junior College	2nd Year Stu. Assuming 70% Retention of 1st Year Stu.	Total Enrollment High School Graduates	Total Enroll. with Adults and Out-of-County Students*
1955-56	1,299	1958-59	1,104				
1956-57	1,484	1959-60	1,261				
1957-58	1,386	1960-61	1,178	theoretical			
1958-59	1,389	1961-62	1,181				
1959-60	1,364	1962-63	1,159	472	330	802	1,127
1960-61	1,644	1963-64	1,397	464	330	794	1,119
1961-62	1,853	1964-65	1,575	559	325	884	1,209
1962-63	1,683	1965-66	1,431	630	391	1,021	1,346
1963-64	1,643	1966-67	1,397	572	441	1,013	1,338
1964-65	1,557	1967-68	1,323	559	400	959	1,284
1965-66	1,618	1968-69	1,375	529	391	920	1,245
1966-67	1,654	1969-70	1,406	550	370	920	1,245
1967-68	1,585	1970-71	1,347	562	385	947	1,272
1968-69	1,701	1971-72	1,446	539	393	932	1,257
1969-70	1,823	1972-73	1,550	578	377	955	1,280
1970-71	1,821	1973-74	1,548	620	405	1,025	1,350
1971-72	1,827	1974-75	1,553	619	434	1,053	1,378
1972-73	1,849	1975-76	1,572	621	433	1,054	1,379
1973-74		1976-77		629	435	1,064	1,389

* 45 percent of the junior college enrollment is made up of adults 22 years of age or older. An allowance of 250 students in this age group has been added. Also, an allowance for 75 out-of-county students has been included. These estimates do not include increases which would come about through teacher training in television. Neither do they include enrollments in the Adult Education Division.

Enrollments as of September of the school year.

NEEDED FACILITIES

At the present time, the junior college is housed in a small building assigned specifically to the college but located on the campus of the South High School. The college also utilizes classrooms and facilities in the high school when they are not scheduled for high school use.

Table 9 on page 29 indicates the rooms in the college and the high school buildings which are used for college classes. Also shown in the table are the number of hours per week that these rooms were utilized in the first and second semesters of the school year 1959-60. In addition to the classrooms listed in the table, classes are also held at the Washington County Hospital School of Nursing and at the Television Center. During the second semester, the YMCA pool was available for swimming classes two hours per week. In addition, Adult Education Division classes are held in South High School classrooms and shops and at North High School.

Table 10 indicates that most of the classrooms in the college building are being utilized from seven to nine hours a day. As an example, the schedule for Room H 5 for the first semester is given on page 30.

It is clear from the utilization table that facilities now available to the junior college are taxed to nearly 100 percent of capacity. Utilization of the classrooms within the college building itself shows few gaps in the hourly schedule from 8:00 a.m. through to 9:30 p.m. Considering that the high school rooms are generally available only in the late afternoon and evening, their utilization is also high.

Under the circumstances, the college has about reached the limit of its growth. Obviously, day-time classes cannot be increased appreciably. Since the afternoon and evening shifts are only partially satisfactory to students, the college may well have attained the limit of its drawing power under the present program. A successful future for the college can be assured only through continued growth and expansion of facilities, number of students, and curriculum offerings.

Needed Capacity

Excluding the Adult Education Division, in 1959-60 the junior college enrollment stood at 388 students, of whom 224 attended full time. Approximately 8 percent, or 60 students, of the high school graduating class entered the college. The previous chapter has shown a potential enrollment for the college of over 1,200 students. This figure could be attained only by an all-out development of the college program and greater college-going emphasis in high school. This potential may not be achieved quickly, nevertheless it should be the goal of a long-range plan.

Table 9

Rooms Used for College Classes
and Number of Hours Used Per Week
1959-60

Rooms Occupied	First Semester No. of Hours Per Week	Second Semester No. of Hours Per Week
College Building		
H 1	35	38
H 2	42	34
H 4	20	25
H 5	44	42
H 6	35	38
High School Building		
A 4	6	--
A 5	8	8
A 26	3	5
A 27	9	10 1/2
A 29	6	6
A 31	3	3
C 9	4	4
C 10	8	8
C 11	8	17
C 12	--	10
C 14	--	6
C 17	6	6
D 1	3	1
SH-DR	40	48
Gym	10	8

Table 10

College Schedule for Room H 5 in College Building
First Semester - 1959-60

Hours Used	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:30	-	-	-	-	-
8:30- 9:00	-	x	-	x	-
9:00- 9:30	x	x	x	x	x
9:30-10:00	x	x	x	x	x
10:00-10:30	x	x	x	x	x
10:30-11:00	x	-	x	-	x
11:00-11:30	x	x	x	x	x
11:30-12:00	x	x	x	x	x
12:00-12:30	-	x	-	x	-
12:30- 1:00	-	-	-	-	-
1:00- 1:30	x	x	x	x	x
1:30- 2:00	x	x	x	x	x
2:00- 2:30	-	x	-	x	-
2:30- 3:00	-	x	-	x	-
3:00- 3:30	-	x	-	x	-
3:30- 4:00	x	x	x	x	x
4:00- 4:30	x	x	x	x	x
4:30- 5:00	x	-	x	-	x
5:00- 5:30	x	-	x	-	x
5:30- 6:00	x	-	x	-	x
6:00- 6:30	x	-	x	-	x
6:30- 7:00	x	x	x	x	x
7:00- 7:30	x	x	x	x	x
7:30- 8:00	x	x	x	x	x
8:00- 8:30	x	-	x	-	x
8:30- 9:00	-	-	-	-	-
9:00- 9:30	-	-	-	-	-
Totals	9	8.5	9	8.5	9

At the other end of the growth scale, if there is no change in the drawing power of the college the present level of enrollment may be expected to remain static.

As a basis for establishing a first priority of growth, it is reasonable to expect that the 20 percent of high school graduates continuing on to college could be raised to at least 30 percent, since the latter figure represents those competent to achieve success in a full academic program. As previously pointed out, there are many others who need some form of education beyond high school. Assuming that 50 percent of those going on to college attend the junior college, the entering class from high school would be 180 students, as compared to the present 60 students. The number of second-year students in this category would be approximately 125, thus producing an enrollment of 305 exclusive of adults, part-time, and out-of-county students. Allowing 300 for these last three categories in line with experience, the total enrollment would be 605 students, or a 60 percent increase over the present enrollment and less than half the potential. In the opinion of your

consultants, this would be a reasonable capacity to develop immediately, while viewing the long-range plan as requiring not less than 1,200 student enrollment.

Facilities Needed for a 600-Student College

The following space requirements have been developed to encompass the present course offerings and expansion in the terminal education areas:

Table 11

Space Requirements
600-Student Community College

Subject	Facility	No. of Rooms	Square Feet
ACADEMIC			
English	Classrooms	5 at 800 sq. ft.	4,000
Speech		6 at 600 sq. ft.	3,600
Languages	Lecture room	1 to seat 150	1,500
History	Language laboratory	1	1,000
Economics	Lecture room	1	1,200
Sociology	Faculty office - full time	10 at 100 sq. ft.	1,000
Political Science	Faculty office - part time	1	400
Philosophy	Seminar rooms	4 at 300 sq. ft.	1,200
Religion			
Psychology			
Geography			
Mathematics			
Total Academic			13,900
SCIENCE			
All Sciences	Lecture-demonstration	1 to seat 100	1,200
	Preparation room	1	200
			1,400
Biology	Laboratory	1	1,200
Anatomy	Laboratory	1	600
Physiology	Offices	2 at 100 sq. ft. each	200
Zoology	Preparation room	2 at 300 sq. ft. each	600
	Storage room	1	200
	Greenhouse	1	200
	Animal room	1	50
			3,050

Space Requirements (continued)

Subject	Facility	No. of Rooms	Square Feet	
SCIENCE (continued)				
Chemistry	Laboratories	2 at 1,200 sq. ft. each	2,400	
	Offices	2 at 100 sq. ft. each	200	
	Preparation rooms	2 at 300 sq. ft. each	600	
	Storage rooms	2 at 200 sq. ft. each	400	
	Balance room	1	200	
			3,800	
Physics	Laboratory	1	1,500	
Electronics	Office	1	300	
	Preparation room	1	300	
	Storage	1	300	
	Darkroom	1	150	
	Shop	1	150	
			2,600	
Mechanical Drawing	Drafting room	1	1,300	
Surveying				
Total Science				12,000
BUSINESS				
Typing	Typing room	1	800	
Stenography	Classroom	1	700	
Accounting	Office practice room	1	900	
Office Practice	Office and conference	1	300	
Total Business				2,700
LIBRARY				
	Reading room	to seat 150	4,500	
	Stacks for 16,000 volumes		1,600	
	Carrels in stacks	15	750	
	Listening rooms	2 at 100 sq. ft. each	200	
	Projection room	1	300	
	Audio-visual equipment	1	250	
	Committee rooms	2 at 200 sq. ft. each	400	
	Office	1	150	
	Workroom	1	400	
	Storage room	1	300	
	Typing room	1	400	
Total Library				9,200
FINE ARTS				
	Studio for painting and drawing	1	1,200	
	Studio for crafts and ceramics	1	1,200	
	Storage		200	
Total Fine Arts				2,600

Space Requirements (continued)

Subject	Facility	No. of Rooms	Square Feet	
LITTLE THEATER				
	Seating for 250		2,000	
	Stage 30 by 60 feet	1	1,800	
	Stagecraft 20 by 30 feet	1	600	
	Dressing rooms	2 at 300 sq. ft. each	600	
	Storage		500	
Total Little Theater				5,500
INDUSTRIAL PRODUCTION				
	Auto and machine shop	1	3,600	
	Carpentry shop	1	3,000	
	Masonry shop	1	3,000	
	(South High shops to be used temporarily)			
Total Industrial Production				9,600
TELEVISION CENTER				
	Studios	5 at 1,200 sq. ft. each	6,000	
	Equipment rooms		2,500	
	Teacher workshops	1	2,500	
	Model room and stage	1	1,500	
	Offices		500	
	(Present TV Center to be used temporarily)			
Total Television Center				13,000
PHYSICAL EDUCATION				
Physical Education	Gymnasium	1 at 70 by 106 ft.	7,420	
Health	Showers and lockers	2 at 1,500 sq. ft. each	3,000	
	Handball courts	3	2,500	
	Training room	1	400	
	Offices	2 at 300 sq. ft. each	600	
	Storage		800	
Total Physical Education				14,720
Note: It would be desirable to construct a swimming pool for the college and to make it available for use by all schools in the county.				
STUDENT CENTER				
	Bookstore	1	300	
	Storage	1	100	
	Lounge	1	2,500	
	Snack counter - light lunch		600	
Total Student Center				3,500
ADMINISTRATION				
	Reception room	1	300	
	General office	1	600	

Space Requirements (continued)

Subject	Facility	No. of Rooms	Square Feet
ADMINISTRATION(cont'd.)			
	Records and materials storage	1	150
	Duplicating room	1	150
	Office for dean	1	250
	Reception and secretary	1	150
	Office for registrar	1	175
	Secretary	1	75
	Record storage	1	50
	Office for director of student personnel	1	175
	Reception and secretary	1	250
	Counselors' offices	2 at 150 sq. ft. each	300
	Student council office	1	300
	Student publications office	1	500
	Conference room	1	300
	Faculty lounge	1	600
Total Administration			4,325
TOTAL NET AREA			91,095
ESTIMATED GROSS AREA			130,100

Initial Construction

	Square Feet
Classroom Unit	13,900
Science Unit	12,050
Business Education	2,700
Library	9,200
Fine Arts	2,600
Student Center	3,500
Administration	4,325
Total Net Area	48,275
Estimated Gross Area	69,000

Second Priority

Theater	5,500
Shops	9,600
Television Center	13,000
Physical Education	14,720
Total Net Area	42,820
Estimated Gross Area	61,200